

Name: _____

Date: _____

"A Day in the Life" Individual Rubric

Journal Reflection and ePal Communication Response 1

	5	4	3	2	1
Content: reasoning beyond group learning and ePal collaboration.	Outstanding Quality	Good Quality	Average Quality	Fair Quality	Poor Quality
Organization of response	Outstanding Quality	Good Quality	Average Quality	Fair Quality	Poor Quality
Detailed explanation or Support from individual experience in answer.	Outstanding Quality	Good Quality	Average Quality	Fair Quality	Poor Quality
Reference or support from project learning in answer.	Outstanding Quality	Good Quality	Average Quality	Fair Quality	Poor Quality
Grammar, Mechanics, and Spelling	Outstanding Quality	Good Quality	Average Quality	Fair Quality	Poor Quality
Following Directions	Outstanding Quality	Good Quality	Average Quality	Fair Quality	Poor Quality

Journal Reflection and ePal Communication Response 2

	5	4	3	2	1
Content: reasoning beyond group learning and ePal collaboration.	Outstanding Quality	Good Quality	Average Quality	Fair Quality	Poor Quality
Organization of response	Outstanding Quality	Good Quality	Average Quality	Fair Quality	Poor Quality
Detailed explanation or Support from individual experience in answer.	Outstanding Quality	Good Quality	Average Quality	Fair Quality	Poor Quality
Reference or support from project learning in answer.	Outstanding Quality	Good Quality	Average Quality	Fair Quality	Poor Quality
Grammar, Mechanics, and Spelling	Outstanding Quality	Good Quality	Average Quality	Fair Quality	Poor Quality
Following Directions	Outstanding Quality	Good Quality	Average Quality	Fair Quality	Poor Quality

Journal Reflection and ePal Communication Response 3

	5	4	3	2	1
Content: reasoning beyond group learning and ePal collaboration.	Outstanding Quality	Good Quality	Average Quality	Fair Quality	Poor Quality
Organization of response	Outstanding Quality	Good Quality	Average Quality	Fair Quality	Poor Quality
Detailed explanation or Support from individual experience in answer.	Outstanding Quality	Good Quality	Average Quality	Fair Quality	Poor Quality
Reference or support from project learning in answer.	Outstanding Quality	Good Quality	Average Quality	Fair Quality	Poor Quality
Grammar, Mechanics, and Spelling	Outstanding Quality	Good Quality	Average Quality	Fair Quality	Poor Quality
Following Directions	Outstanding Quality	Good Quality	Average Quality	Fair Quality	Poor Quality

Journal Reflection and ePal Communication Response 4

	5	4	3	2	1
Content: reasoning beyond group learning and ePal collaboration.	Outstanding Quality	Good Quality	Average Quality	Fair Quality	Poor Quality
Organization of response	Outstanding Quality	Good Quality	Average Quality	Fair Quality	Poor Quality
Detailed explanation or Support from individual experience in answer.	Outstanding Quality	Good Quality	Average Quality	Fair Quality	Poor Quality
Reference or support from project learning in answer.	Outstanding Quality	Good Quality	Average Quality	Fair Quality	Poor Quality
Grammar, Mechanics, and Spelling	Outstanding Quality	Good Quality	Average Quality	Fair Quality	Poor Quality
Following Directions	Outstanding Quality	Good Quality	Average Quality	Fair Quality	Poor Quality

Journal Reflection and ePal Communication Response 5

	5	4	3	2	1
Content: reasoning beyond group learning and ePal collaboration.	Outstanding Quality	Good Quality	Average Quality	Fair Quality	Poor Quality
Organization of response	Outstanding Quality	Good Quality	Average Quality	Fair Quality	Poor Quality
Detailed explanation or Support from individual experience in answer.	Outstanding Quality	Good Quality	Average Quality	Fair Quality	Poor Quality
Reference or support from project learning in answer.	Outstanding Quality	Good Quality	Average Quality	Fair Quality	Poor Quality
Grammar, Mechanics, and Spelling	Outstanding Quality	Good Quality	Average Quality	Fair Quality	Poor Quality
Following Directions	Outstanding Quality	Good Quality	Average Quality	Fair Quality	Poor Quality

Journal Reflection and ePal Communication Response 6

	5	4	3	2	1
Content: reasoning beyond group learning and ePal collaboration.	Outstanding Quality	Good Quality	Average Quality	Fair Quality	Poor Quality
Organization of response	Outstanding Quality	Good Quality	Average Quality	Fair Quality	Poor Quality
Detailed explanation or Support from individual experience in answer.	Outstanding Quality	Good Quality	Average Quality	Fair Quality	Poor Quality
Reference or support from project learning in answer.	Outstanding Quality	Good Quality	Average Quality	Fair Quality	Poor Quality
Grammar, Mechanics, and Spelling	Outstanding Quality	Good Quality	Average Quality	Fair Quality	Poor Quality
Following Directions	Outstanding Quality	Good Quality	Average Quality	Fair Quality	Poor Quality

FINAL Journal Reflection

Language Arts Literacy						
Writing						
New Jersey Holistic Scoring Rubric - Grades 6 and 7						
In scoring, consider the grid of written language	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Score	1	2	3	4	5	6
Content & Organization	*May lack opening and/or closing	*May lack opening and/or closing	*May lack opening and/or closing	*Generally has opening and/or closing	*Opening and closing	*Opening and closing
	*Minimal response to topic; uncertain focus	*Attempts to focus	*Usually has single focus	*Single focus	*Single focus	*Single, distinct focus
		*May drift or shift focus			*Sense of unity and coherence	*Unified and coherent
	*No planning evident; disorganized	*Attempts organization	*Some lapses or flaws in organization	*Ideas loosely connected	*Key ideas developed	*Well-developed
		*Few, if any, transitions between ideas	*May lack some transitions between ideas	*Transition evident	*Logical progression of ideas	*Logical progression of ideas
Usage	*Details random, inappropriate, or barely apparent	*Attempts organization	*Some lapses or flaws in organization	*Ideas loosely connected	*Moderately fluent	*Fluent, cohesive
	*Details lack elaboration that could highlight paper	*Few, if any, transitions between ideas	*May lack some transitions between ideas	*Transition evident	*Attempts compositional risks	*Compositional risks successful
Sentence Construction	*Details random, inappropriate, or barely apparent	*Details lack elaboration that could highlight paper	*Repetitious details	*Uneven development of details	*Details appropriate and varied	*Details effective, vivid, explicit, and/or pertinent
	*No apparent control	*Numerous errors	*Errors/patterns of errors may be evident	*Some errors that do not interfere with meaning	*Few errors	*Very few, if any, errors
Mechanics	*Severe/numerous errors					
	*Assortment of incomplete and/or incorrect sentences	*Excessive monotony/same structure	*Little variety in syntax	*Some errors that do not interfere with meaning	*Few errors	*Very few, if any, errors
Nonscorable Responses	*Numerous errors	*Numerous serious errors	*Patterns of errors evident	*No consistent pattern of errors	*Few errors	*Very few, if any, errors
	*Errors so severe they detract from meaning			*Some errors that do not interfere with meaning		
Nonscorable Responses	NR = No Response		Student wrote too little to allow reliable judgment of his/her writing.			
	OT = Off Topic/Off Task		Student did not write on the assigned topic/task, or the student attempted to copy the prompt.			
	NE = Not English		Student wrote in a language other than English.			
	WF = Wrong Format		Student refused to write on the topic, or the writing task folder was blank.			

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Total: _____

Comments: _____
